

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (hons) Graphic & Communication Design
Teaching Institution	York College
Awarding Institution	The Open University (OU)
Date of first OU validation	April 2021
Date of latest OU (re)validation	N/A
Next revalidation	2026
Credit points for the award	360
UCAS Code	W210
HECoS Code	
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2021
Underpinning QAA subject benchmark(s)	QAA Subject Benchmark Statement: Art and Design 2019
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	York Design Week, Live Competition Briefs from Industry Partners such as D&AD, Penguin Books, RSA. Local Graphic Design Agencies and Screen Yorkshire.
Professional/statutory recognition	N/A
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT
Duration of the programme for each mode of study	3 Years FT
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	07/12/2020

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

The educational aims describe the nature and characteristics of the programme.

The Programme aims to produce graduates who:

- Articulate and synthesise knowledge and understanding, attributes and skills in effective ways in the contexts of creative practice, employment, further study, research and personal development.
- Apply a critical and contextual, historical, conceptual and ethical dimension to the study of the Graphic & Communication Design and Art and Design in general.
- Understand the artists or designer's relationship with audiences, clients, markets, users, consumers and/or participants through the development of an in-depth range of specialist personal and professional skills relevant to employment in the Creative Industries.
- Understand the implications and potential presented by the key developments in current and emerging media and technologies, and the interdisciplinary approaches to contemporary practice within the Graphic & Communication Design sector.
- Generate ideas, concepts, proposals, solutions or arguments independently and/or collaboratively in response to set briefs and/or self-initiated activity by applying appropriate skills, knowledge, and understanding to present creative solutions.
- Select and employ materials, media, skills, techniques, methods, technologies and tools associated with Graphic & Communication Design, applying skill and imagination whilst observing personal responsibilities in professional practice.
- Identify personal strengths and needs and reflect on personal development, managing own requirements in order to improve professional practice both within and beyond the field of Graphic & Communication Design.

Through studying the Level 4, 5 and 6 modules, students will be required to progressively take a high degree of responsibility for the planning, direction and management of their own learning.

They must work with autonomy and independence and demonstrate the ability to critically reflect on their own practice and output.

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2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

York College University Centre provide three Art & Design degrees, that be Graphic & Communication Design, 3D Creative Practice and Fashion Design & Garment Technology. We collaborate together to share resources, facilities and contextual knowledge. We feel collaboration demonstrates strong resilience. This is usually through Lectures, Seminars and workshops and can involve guest speakers to offer expertise and trips and visits where our students can meet, socialise and discuss their work and research together. We also promote cross collaboration between other HE courses, to boost skills and communication skills. For Graphics, Fashion and 3D Design within the second semester Y1 modules; 'Print & Bookmaking Workshops', 'Design Collaboration' and 'Professional Development 1' students from these three courses join to fulfil the same brief for a charitable organisation but creating a variety of outcomes relevant in their specialism.

Our promotional videos and marketing bring the three courses together as a collective creative identity. We also come together for Taster Days and the initial induction period where students can meet and socialise.

2.3 For Foundation Degrees, please list where the 60-credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

N/A

2.4 List of all exit awards

Certificate of Higher Education	Graphic & Communication Design
Diploma of Higher Education	Graphic & Communication Design
BA (Ordinary) Degree	Graphic & Communication Design

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Typography: Design Projects	30			NC	1
Digital & Photography	30			NC	1
Contextual Influences 1	30			NC	2
Print & Bookmaking Workshops	30			NC	2

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Apply core skills in a specified range of Graphic & Communication Design and creative opportunities.</p> <p>A2 Present evidence that demonstrates some ability to generate ideas independently in response to set briefs.</p> <p>A3 Explain the theories, concepts, contexts, and principles relevant to Graphic Design practice.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research and project manage in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission.

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches. • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice. Students will have the opportunity to blog using an online platform or via a written document. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Research and analyse relevant contextual sources and present findings.</p> <p>B2 Demonstrate proficiency in observation, investigation, enquiry, visualisation and/or making.</p> <p>B3 Select, investigate and make informed choices of materials, technologies, and processes using a range of techniques to produce appropriate outcomes.</p> <p>B4 Negotiate how to articulate ideas and make connection between intention, process, outcome; context and methods of communication.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research and project manage in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experimentation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.

3B. Cognitive skills	
	<ul style="list-style-type: none"> • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Manage creative projects applying technical, practical and creative skills to achieve a satisfactory outcome.</p> <p>C2 Develop ideas through to outcomes that confirm the student’s abilities to select, use materials, processes and environments.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research and project manage in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1 Reflect upon developing practice critically in order to further ongoing development and acquire a range of practical making skills.	A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.

3D. Key/transferable skills	
<p>D2 Exercise self-management skills in managing workloads and meeting deadlines.</p>	<p>Graduates will be assessed on their ability to research and project manage in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches. • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice.

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

[Exit Award Certificate in Higher Education]

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Branding: Design Projects	30			NC	1
Contextual Influences 2	30			NC	1
Narrative Storytelling	30			NC	2
Professional Practice	30			NC	2

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A4 Demonstrate a detailed subject knowledge and competence in critical study, practice and production.</p> <p>A5 Review and analyse complex and conflicting theories, concepts, contexts and principles relevant to contemporary Graphic & Communication Design practice.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p>

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

Graduates will be assessed on their ability to research, project manage and reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.

Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.

- Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks.
- Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission.
- An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.
- One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care.

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • The use of blogs for reflection are key, to build and inform reflective practice. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B5 Show judgement and self-critique in the development of ideas through to outcomes.</p> <p>B6 Research, analyse and evaluate information to make informed choices of materials, technologies and processes to identify solutions relevant to identified context and/or briefs.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p>

3B. Cognitive skills	
<p>B7 Acquire, organise, analyse and evaluate information in the field of Graphic & Communication Design.</p>	<p>Graduates will be assessed on their ability to research, project manage and reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches. • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice.

3B. Cognitive skills	
	<ul style="list-style-type: none"> • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C3 Manage and reflect upon own learning identifying outcomes for personal and professional development.</p> <p>C4 Demonstrate professional skills to critically engage with Graphic & Communication Design practice and/or creative practice in professional contexts.</p> <p>C5 Communicate issues which arise from designers relationship with audiences, clients, environments, users, consumers, and/or participants.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p>

3C. Practical and professional skills	
	<p>Graduates will be assessed on their ability to research, project manage and reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches. • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice.

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D3 Communicate a range of ideas and demonstrate problem solving through an appropriately presented body of work.</p> <p>D4 Reflect upon ongoing personal development whilst being able to produce work with a critical awareness of audience and the creative industries.</p> <p>D5 Enquire into the Graphic & Communication Design discipline, their place within that discipline, and the motivation to advance it.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p>

3D. Key/transferable skills

Graduates will be assessed on their ability to research, project manage and reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.

Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.

- Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks.
- Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission.
- An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.
- One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care.
- The use of blogs for reflection are key, to build and inform reflective practice.

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

[Exit Award Diploma in Higher Education]

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	30			NC	1
Independent Project	30			NC	1
Creative Futures	30			NC	2
Competition Briefs	30			NC	2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A6 Comprehensively articulate a conceptual understanding to inform and critically evaluate a sustained argument or application in relevant graphic practice.</p> <p>A7 Apply a high level of project management skills, research, conceptual development and technical knowledge required to produce and present a complex Graphic Design project.</p> <p>A8 Navigate, select, retrieve, evaluate and manage information from a variety of sources.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research, project manage and critical reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks.

Learning Outcomes – LEVEL 6

3A. Knowledge and understanding

- Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission.
- An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.
- One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care.
- The use of blogs for reflection are key, to build and inform reflective practice.
- The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities.
- The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge.

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
	Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student’s gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B8 Identify, utilise and apply research methodologies and skills to generate ideas, concepts, proposals and outcomes independently.</p> <p>B9 Make informed judgements to work creatively and utilise garnered skills in the production of innovative and critically aware practice.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research, project manage and critical reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p>

3B. Cognitive skills

- Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks.
- Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission.
- An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.
- One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care.
- The use of blogs for reflection are key, to build and inform reflective practice.
- The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities.
- The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge.

3B. Cognitive skills	
	Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C6 Select, experiment with and make appropriate use of materials, processes, technologies and environments showing clear understanding and attention to detail.</p> <p>C7 Act autonomously within agreed guidelines demonstrating the ability to realise ideas and concepts through appropriate creative strategies and visual practices, and thereby to achieve a coherent body of professional standard self-initiated work.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research, project manage and critical reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks.

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches. • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

3D. Key/transerable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D6 Study independently, set goals, manage workloads and meet deadlines.</p> <p>D7 Be resourceful, ethical and entrepreneurial.</p> <p>D8 Make complex decisions and sophisticated evaluation through applying knowledge and understanding in both the planning and realisation of professional outcomes.</p>	<p>A range of formative and summative assessment methods are used on the course, determined by the aims and learning outcomes of the programme and of individual modules.</p> <p>Graduates will be assessed on their ability to research, project manage and critically reflect in preparation for brief assessments as well as their performance on practical work. The course places a strong emphasis on experientiation, knowledge, practical skills and quality of presentation with the underlying aim of building an industry quality portfolio to help progression into industry.</p> <p>Regular feedback will be given on assessed work and students will then have the ability to develop moving forward into the next briefs and projects.</p> <ul style="list-style-type: none"> • Tutor/subject specialist led activities: demonstrations/workshops/seminars/artist talks. • Using Turnitin software to help students review and formatively assess their own work prior to submission and to develop skills in understanding plagiarism and academic conventions. Students will have the opportunity to upload one draft to Turnitin before final submission. • An integrated approach to academic and practical skill development that starts with teaching staff using research informed teaching approaches.

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • One to One Tutorials conducted are an opportunity to receive personal and specific advice and guidance as well as continued pastoral care. • The use of blogs for reflection are key, to build and inform reflective practice. • The use of Blackboard and Teams for the submission of assessment, access to course materials and communication specifically around work based learning opportunities. • The use of digital/social media for self-promotion, marketing and networking as well as professional platform knowledge. <p>Teaching staff provide a supportive environment, within which teaching and learning strategies are student-centred and are designed to develop independent learning and confidence through negotiated, self-initiated briefs and assignments. There is also the opportunity to work with Industry partners which will help student's gain knowledge from current considerations in the Industry allowing their knowledge to be updated and relevant in an ever evolving creative industry.</p>

[Exit Award BA Ordinary Degree to include the following modules at 60 credits; Creative Futures & Competition Briefs]

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) Graphic & Communication Design programme is a broad-based degree that introduces students to the role of the contemporary graphic designer. It encourages them to challenge the boundaries of visual communication, responding to a variety of internally and externally created briefs and self-initiated activities. It is vocationally focused and provides students with the skills and knowledge relevant to employment within the wide spectrum of the Creative Industries.

The programme is centred around the study of Graphic & Communication Design as a constantly evolving area of creative practice. Its purpose is to communicate ideas and messages using combinations of words and images that inform, educate, promote, persuade and entertain. As you can see from the structure below each module is colour co-ordinated according to Practical Skills (Orange), Professional Skills (Green) and Theoretical Skills and Rigor (Blue).

Working in a period of constant change, the philosophy of the programme is based upon the Graphic Designer as an essential part of the creative process. Its aims are to provide a learning environment where both the traditional core disciplines of the Graphic & Communication designer can be explored with rigour and integrity. Visual communication skills and principles connect with an exploration of digital media, contextual study, and business practice to prepare students for a life-long engagement with the Graphics sector as an applied creative practice.

The programme is delivered by a team of experienced staff and industry practitioners. The College and University Centre building is fully equipped with state of the art design studios, iMac suites, computer workshops, photographic and postproduction studios and a traditional printmaking and book-making studio.

On completion of the course career progression routes include working as a graphic designer, freelance designer, working within the creative industries or developing on the academic route into an MA Programme or PGCE.

Course Structure

Level 4 Year 1

Full-time

	Semester 1		Semester 2	0%
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September	Typography: Design Projects 30 Credit	Intersemester Break	Contextual Influences 1 30 Credits	June
	Digital & Photography 30 Credit		Print & Bookmaking Workshops 30 Credit	
	15 Weeks		15 Weeks	

Level 5 Year 2 Full-time

	Semester 1		Semester 2	30%
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September	Branding: Design Projects 30 Credit	Intersemester Break	Narrative Storytelling 30 Credit	June
	Contextual Influences 2 30 Credit		Professional Practice 30 Credit	
	15 Weeks		15 Weeks	

Level 6 Year 3 Full-time

	Semester 1		Semester 2	70%
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September	Research Project 30 Credit	Intersemester Break	Creative Futures 30 Credit	June
	Independent Project 30 Credit		Competition Briefs 30 Credit	
	15 Weeks		15 Weeks	

Level Four introduces students to a broad introduction to the Graphic & Communication designer through an exploration and study of visual thinking, visual language and communication. Students engage with a range of technical skills in the experimental workshops which include the investigation of typographic design, layout and the application of word and image combinations, image-creation, traditional bookmaking, photography and printmaking, all supported by introductions in relevant digital software.

Studio projects typically include a range of disciplines including illustration or typography for print, advertising, brand creation, information and publishing design and promotion.

Studio work is supported by a programme of historical and contextual study that integrates studio practice with theory through a series of lectures, presentations and seminars across the level of study.

Level Five aims to enhance intellectual, imaginative and technical skills and abilities through in-depth study with commercially related design practice.

The programme has strong links with external agencies, design consultancies and organisations from a variety of subject specialist areas. At Level 5, students engage with professional designers, image-makers, web designers and creatives, some of who are involved in setting and coordinating 'live' project briefs, studio visits and discussions, presentations and project critiques. This is also underpinned by an enrichment programme of talks, workshops and events, guest speakers, placements during intersemester break (voluntary), gallery visits, trips.

Students are able to work across a range of media and processes including typography, visual storytelling, branding, identity and design, advertising, printmaking, web and interactive design.

The programme provides an experimental, innovative approach to study through project-based activities.

Students broaden their practical, professional and contextual insight into their work through professional practice and contextual influences 2 modules. These allow students to develop a cultural, ethical and economic perspective to their work. At this level, students create their own website for self-promotional purposes as they extend their professional awareness and personal focus before progression into the final year of study.

Level Six students are expected to consolidate and capitalise on the skills, knowledge and experience gained throughout the previous levels of the programme and generate a body of work that supports their career aspirations.

Projects briefs at this level can be selected from a range of national and international competitions, design tasks and 'live' briefs created in partnership with our industrial liaison contacts or self-initiated briefs, written by the student to address particular concerns and interests. Typically, students utilise skills of organisation, management and communication alongside the creative, conceptual and technical skills associated with Graphic practice.

Additionally, students integrate theory with practice in the creation of a self-directed Graphic research project which broadly contextualises studio practice and demonstrates an engagement with a sustained piece of written work.

Throughout the programme, students are encouraged to take ownership of their independent development and professional direction. Individual and group tutorials and progress checks help guide students through the course giving maximum opportunity to identify a personal direction or career specialism.

Successful graduates from the programme achieve success in a broad range of careers in the Graphic's sector, regionally, nationally and internationally. Some graduates choose to continue their education by progressing onto Masters and PGCE qualifications in related fields.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students will meet with the programme leader and module tutors during induction week. Subsequently, they can expect the following contacts as a minimum (usually it is much more frequent than this as York College has relatively high contact hours for support):

- an individual tutorial with the module tutor by the end of term 1
- an individual tutorial with the module tutor by the end of term 2
- an individual tutorial with the programme leader at summative assessment

All academic tutorials will be recorded on the college's Promonitor system, which will identify the process and progress of learning, together with an action plan. Learning outcomes are discussed in relation to modules and opportunities for development are identified. Students receive ongoing feedback and guidance through regular informal verbal as well as written reports. Both formative and summative assessment points are identified on the yearly assessment plan and give the opportunity for both written and verbal assessment feedback.

Studio and workshop practice present excellent opportunities to learn skills from each other, provides excellent peer support through discussion and encourages a lively community of learning and production reflective of a "real life" working environment. The feedback will suggest various appropriate methods to develop and evidence personal understanding and competency. It is also intended to assist in development of self-initiated and self-directed learning. Where the module is based on self-initiated learning the student will complete a learning agreement with the support of staff that outlines the importance aligning the learning outcomes to the potential within the project. Independent learning is actively encouraged to ensure students achieve the module learning outcomes as effectively as possible. One to one feedback within timetabled studio sessions is ongoing. The variety of teaching and learning strategies ensures diversity in experience and does not favour one particular learning mode over another. Studio design practice is delivered parallel to workshop activity to facilitate creative design, development and production.

Programme staff work closely with Student Services staff to ensure that the information, advice and guidance needs of students are met, and to provide students with specific and targeted support. The services available through Student Services (InfoZone) are promoted to students during the induction and information is available through the Blackboard VLE and the College Intranet. The needs of students with more complex

requirements are met by the Personal Tutor working in conjunction with the specialist advisors based in the College.

Learners have access to the college VLE system. There are two platforms one is a subject specific area which includes course information and teaching resources, modules, handbooks, programme specifications. The other is HE Essentials where learners have access to resources such as academic referencing resources, funding and bursary information, learner voice and external examiner reports.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants will demonstrate that they have the qualifications and/or experience which will allow them to succeed on the programme of study.

32 UCAS points

Level 3 qualification in a relevant subject or A Levels.

Or significant relevant prior learning and experience, in this case the York College APEL procedure will be used.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The methods utilised to evaluate and improve the quality and standards of teaching and learning are as follows:

- Annual Monitoring Reports (AMR): completed by the team annually to reflect and evaluate on retention/achievement, programme strength and weakness, actions and solutions to progress and strengthen the programme and the response to the external examiners report.
- Peer observation and reviews: These are completed annually with any required actions detailed including the sharing of good practice
- Student module evaluation: Occurs at the end of each module, often generated through the student representative of each year group.
- Tutor module reviews occur annually, the need for progression or standardisation is discussed and actioned.
- Continual Professional Development: Recorded in the colleges annual monitoring Reports, required needs for development are then actioned through either internal training or further training through external providers.
- HE Biannual Standardisation meetings: This is a cross college approach where all HE staff are given the opportunity to collaborate and work together to develop programmes and to share good practice within the college training weeks.
- Student Representatives forum: Regular meetings are encouraged through the Head of HE and the Programme Leaders to obtain module feedback and possible requirements towards module development or teaching practices.
- All new staff go through an intense and thorough induction programme, each new member is allocated a mentor to help oversee and advise on standardisation processes and other teaching requirements.

10. Changes made to the programme since last (re)validation

Semester Delivery
 Modules / Module Descriptors
 Credits
 Resource Lists Updated.
 Assessment Criteria

- This course has been run successfully historically since 2002, this demonstrates years of good practice and knowledge of HE curricula at Level 4, 5 and 6.



Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework
(delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B9	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	
4	Typography: Design Projects	✓	✓									✓								✓	✓							✓						
	Digital & Photography	✓										✓								✓							✓							
	Contextual Influences 1		✓	✓						✓	✓																✓							
	Print & Bookmaking Workshops	✓								✓		✓								✓							✓							

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	
5	Branding: Design Projects				✓									✓	✓	✓					✓								✓	✓				
	Contextual Influences 2					✓								✓		✓												✓	✓					
	Narrative Storytelling				✓									✓								✓						✓	✓					
	Professional Practice					✓															✓	✓	✓					✓		✓				

Level	Study module/unit	Programme outcomes																																
		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8	
6	Research Project						✓		✓								✓																	
	Independent Project							✓										✓					✓	✓									✓	✓
	Creative Futures								✓										✓				✓	✓									✓	
	Competition Briefs						✓											✓	✓					✓	✓							✓	✓	

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
6																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.